### Grade-Level Standard

**M.4.MD.6**
Measure angles in whole number degrees using a protractor. Sketch angles of specified measure

### DLM Essential Element

**M.EE.4.MD.6**
Identify angles as larger and smaller

### Linkage Levels

#### Initial Precursor
- Recognize attribute values
- Recognize different
- Recognize same

#### Distal Precursor
- Recognize different amount
- Recognize same amount

#### Proximal Precursor
- Recognize more amount
- Recognize less amount

#### Target
- Make direct comparison of 2 angles

#### Successor
- Order more than 2 angles using direct comparison

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<table>
<thead>
<tr>
<th>How is the Initial Precursor related to the Target?</th>
<th>How is the Distal Precursor related to the Target?</th>
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<tbody>
<tr>
<td><strong>Initial Precursor:</strong> In order to identify angles as larger or smaller, students must first begin by learning to attend to people and objects when they are present. In the context of this Essential Element, educators should work on attending while interacting with shapes. As students’ attention to people, objects, and shapes increases, the educator draws the students’ attention to new objects or stimuli, labels them (e.g., “these are two red triangles; they are the same,” or “you have two fidgets; this one is big and this one is small, but they are both fidgets.”), and the students observe, feel, or otherwise interact with them. Educators encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different.</td>
<td><strong>Distal Precursor:</strong> Now that students have experience identifying shapes and objects as “same” and “different,” provide instruction that focuses on creating sets that are grouped together in meaningful ways. Students do not have to label the shapes, but they do need to be able to match and identify items in a group based on the rule or attribute. For this Essential Element, create sets that include objects or images that differ in shape and size, so that students can match and work to find a rule that defines the pattern. These types of activities support students in understanding what attributes to pay attention to and what attributes to ignore based on the goal of the activity. Note: Notice these activities are not just about sorting. The students are comparing an item or group of items to multiple items and learning to focus on attributes. This should be done first with real objects rather than pictures on a worksheet or folder activity. Activities that require matching are easier activities that require finding a rule.</td>
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A diagram showing the relationship of nodes in the mini-map appears below.

**Key to map codes in upper right corner of node boxes:**

- IP Initial Precursor
- SP Supporting
- DP Distal Precursor
- S Successor
- PP Proximal Precursor
- UN Untested
- T Target
M.EE.4.MD.6 Identify angles as larger and smaller